



NORTH CAROLINA Measures of Student Learning: Common Exams

Region One Training for Educators
January 31, 2013



Agenda



- Setting the Context
- Educator Effectiveness Policies
- Common Exams
- Review of Resources

<http://thismeeting.wikispaces.com>

Setting the Context



Why educator effectiveness?



NC is implementing a new curriculum, new assessments, new technology tools to improve instruction, new ways of engaging students, and the list goes on...

So why is the State focusing on educator effectiveness in the face of so many other changes?

Because all our efforts in other areas depend on an effective teacher in every classroom and an effective leader in every school building.

Why educator effectiveness?



The work around educator effectiveness, including the Measures of Student Learning, is grounded in the belief that:

Every student in North Carolina deserves an effective teacher in all courses and grades.

Our students need to learn all of the standards in the North Carolina Standard Course of Study in order to be READY for their futures.

Why educator effectiveness?



In order to increase their effectiveness, teachers need access to high-quality data.

Every teacher in North Carolina deserves feedback on the growth of their students.

It's not about firing our way to a better teaching force. It's about creating a system that:

- Identifies the strongest teachers so that we can all learn from them, and
- Identifies those teachers who need additional support and targets that support to their needs

Educator Effectiveness Policies



Observation + Other Measures

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



Months of Learning Gained or Lost

State Math

State ELA

Observation Tool

Top 25%

+1.2

+.2

Bottom 25%

-1.4

-.4

Observation Tool
+ Student Survey

Top 25%

+2.8

+.7

Bottom 25%

-2

-.9

Observation Tool
+ Student Survey
+ Growth (Value-Add)

Top 25%

+4.5

+1.2

Bottom 25%

-3.1

-1.3

Observation + Other Measures



- **Standard 6 and 8**
Final components of Standards 6 and 8 and their respective weightings
 - **Status**
Consequences and professional development for educators “in need of improvement”
 - **Common Exams**
Measures of growth in English Language Arts, Science, Social Studies, and Mathematics in grades 4 – 12
 - **Other Options**
Measures of growth in K-2, grade 3, and performance areas
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Standards 6 & 8 – The Basics



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Principals (and other Administrators)

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
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Growth Model



Teachers

Contribute
to Academic
Success

Standard 6 and 8
are measures of

Growth

Principals

Academic
Achievement
Leadership

Growth Model



Teachers



We will use

Educator Value-Added Assessment System **EVAAS**

for standards 6 & 8 when possible

Principals



Growth Model



Teachers

Contribute
to Academic
Success

How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.
Every student must grow based on where they start.

Principals

Academic
Achievement
Leadership

Measures Used for Standard 6



6 End of Grade or End of Course

6 Common Exams

6 Career Technical Education Assessment

6 K-3 Assessments

6 Analysis of Student Work



Ratings



Teachers

Contribute
to Academic
Success

Principals

Academic
Achievement
Leadership

**How will the ratings on
Standards 6 & 8 work?**

Teacher Ratings Categories



Teachers

1
Demonstrate
Leadership

2
Establish
Environment

3
Know
Content

4
Facilitate
Learning

5
Reflect on
Practice

6
Contribute
to Academic
Success

5 Rating Categories

Not Demonstrated

Developing

Proficient

Accomplished

Distinguished

3 Rating Categories

Does not Meet Expected Growth

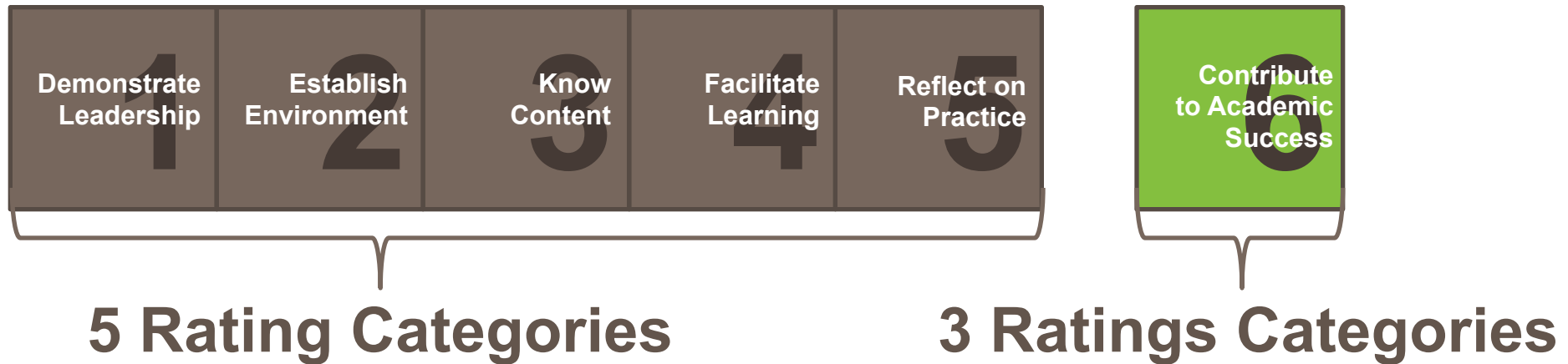
Meets Expected Growth

Exceeds Expected Growth

Ratings



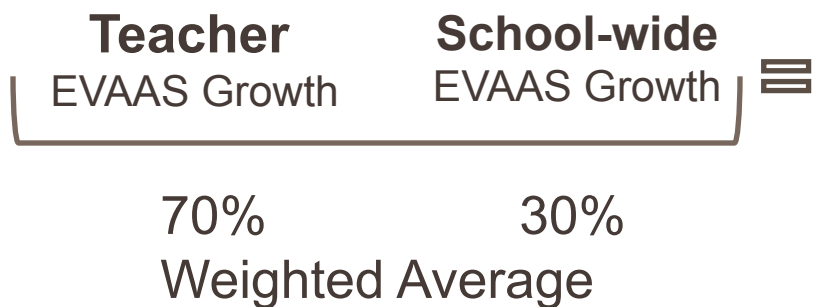
Teachers



Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

Teacher Ratings in 2011-12



Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

6

Why is school-wide EVAAS growth included?

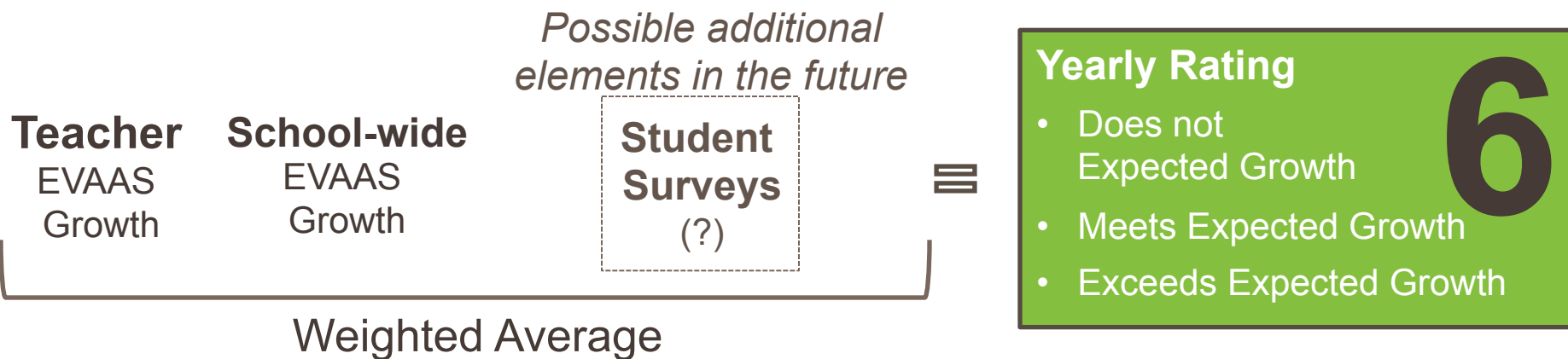
- To encourage collaboration and collective ownership of overall outcomes.

Note: *In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.*

Teacher Ratings in 2012-13



The first year that Standard Six “counts” for a teacher is 2012 – 2013 (if the growth data is specific to the teacher and the students)



Ratings



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Principals

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
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Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**



**What is the difference
between Ratings and
Status?**

Status



Ratings

- **Teachers**
6 separate ratings to help teachers grow each year
- **Principals**
8 separate ratings to help principals grow each year

Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
 1. **In Need of Improvement**
 2. **Effective**
 3. **Highly Effective**

Status and Standard 6 & 8



- An educator receives an effectiveness **status** only once she has **3 years of data** on Standard 6 or 8
- A **3-year rolling average** of growth data from standard 6 or 8 is used as part of determining overall **status**

3-Year Rolling Average



Rating from
2012 - 2013

Rating from
2013 - 2014

Rating from
2014 - 2015

Standard 6	Standard 6	Standard 6
1.9 Met Expected Growth	-2.5 Did not meet Expected Growth	1.2 Met Expected Growth

$$\frac{1.9 + -2.5 + 1.2}{3}$$

$$= .2$$

Met Expected Growth
3- year average rating on
standard 6 for
determining **status**

Note: A similar methodology applies to principals as well.

Note: The values above represent values from the MRM model in EVAAS.

Three Years of Data



Any three years of data attributable to a teacher or principal will be combined and used:

- Any grades
- Any subjects
- Any schools
- Any districts

The three years of data do not start until they are specific to that teacher and his or her students



So once a educator has a three-year average rating for Standard 6 or 8, how is **status** determined?

Status



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

Teacher Status



	In Need of Improvement	Effective	Highly Effective
<div>Standards 1-5</div> <div>In the year</div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>Demonstrate Leadership</div> <div>Establish Environment</div> <div>Know Content</div> <div>Facilitate Learning</div> <div>Reflect on Practice</div> </div>	<div>Any rating lower than proficient</div>	<div>Proficient or Higher on Standards 1-5</div>	<div>Accomplished or Higher on Standards 1-5</div>
	And/Or	And	And
<div>Standard 6</div> <div>Three-year rolling average</div> <div> <div>(</div> <div> <div>2 years ago</div> <div>1 year ago</div> <div>This year</div> </div> <div> <div>6</div> <div>6</div> <div>6</div> </div> <div>) / 3</div> </div>	<div>Does Not Meet Expected Growth</div>	<div>Meets or Exceeds Expected Growth</div>	<div>Exceeds Expected Growth</div>

What Will Teachers See?



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

The sixth standard rating is not part of the three years of data used as part of a teacher's overall effectiveness status. The rating for 2011 – 2012 is provided to illustrate how the sixth standard rating is incorporated into the NC Educator Evaluation System. Only data based on the growth of a teacher's own students in his or her own content area count toward the overall educator effectiveness status.

Standard	Status				
Standard One: Teachers demonstrate leadership.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Two: Teachers establish a respectful environment.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Three: Teachers know the content they teach.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Four: Teachers facilitate learning for their students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Five: Teachers reflect on their practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Six: Teachers contribute to the academic success of their students. Fewer Details					
Base Year (2011 - 2012) Individual Teacher Growth: 0.78 School-wide Growth: 2.49 Base Year Growth: 1.29	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
Year One (2012 - 2013) Growth	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
Year Two (2013 - 2014) Growth	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
Year Three (2014 - 2015) Growth	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
Three Year Average	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
Overall Status	Needs Improvement		Effective	Highly Effective	

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Common Exams



Common Exams



A Library of Common Exams
is being designed for non-tested
subjects for district use to populate
Standard 6

Focusing on the “Why”



So why have statewide Measures of Student Learning/Common Exams?

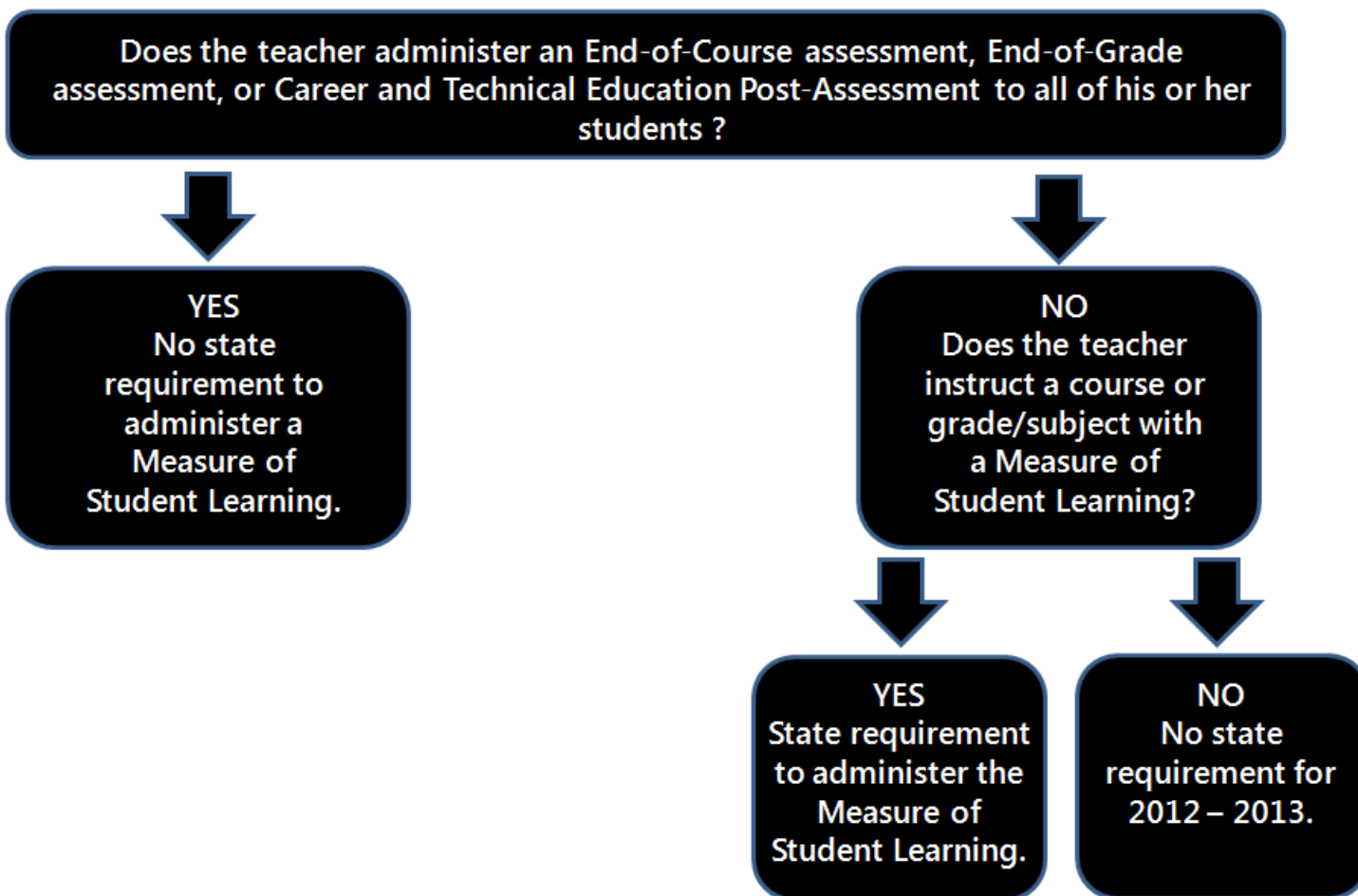
1. North Carolina has a statewide evaluation system to ensure that every teacher receives a fair and consistent evaluation, regardless of his or her employing LEA
2. Teachers in all content areas should receive a Standard Six rating based on the growth of their own students on their content-specific standards
3. Most LEAs do not have the capacity to design their own assessments for all non state-tested grades and subjects

Principles for Administration



1. Every English Language Arts, Science, Mathematics, and Social Studies teacher in grades 4 – 12 has a value-added score
2. Teacher growth values will be calculated based on all students a teacher teaches and, when multiple assessments are required, on all data generated through the assessments

Decision Tree for Administration



Implementation Options - Timing



- Administration of the high school MSLS in the fall is optional
- If a district chooses to administer, all MSLS must be administered (1st semester only - Geometry & Algebra II optional)
- If a district chooses to administer, results will be used to determine the sixth standard rating

District Flexibility



- Administration online, paper/pencil or hybrid
- Date of administration
- Administration during class period or testing week
- Use in student grade
- Which assessments are administered
- How to ensure secure administration

Addressing Concerns



Who has designed the Common Exams, and how have they been designed?

- Same basic process as state assessments with the creation of assessment blueprints, generation of items, review of items, review of forms, and final production
- Over 800 teachers from across the State have involved in the blueprint creation and form review processes
- NCDPI psychometricians and test measurement specialists have been involved and will analyze (and remove from results) any poor-performing items before growth is calculated

Addressing Concerns



Why doesn't anyone know what will be on the MSLs?

- Assessment specifications are available at:
<http://www.ncpublicschools.org/educatoreffect/measurementspecifications/>
- General information on rubrics posted to website
- Online module provides training on how to use rubrics to score performance tasks
- Each item has its own specific rubric

Addressing Concerns



How will the performance items be graded?

- There must be at least one grader who is not the student's teacher of record AND who has the content knowledge necessary to score the item
- With the exception of ELA, performance items can be administered early to allow time for scoring
- Scoring of work is necessary for what the 800 teachers deemed to be authentic assessment for new, concept-based standards

Addressing Concerns



MSLs hurt students and teachers

- The Common Exam administration process should not affect students any differently than the administration of a teacher-created final exam
 - MSL scores do not need to be used as final exam grades
 - Percent correct provided by Winscan is a suggestion for a grade
- It is only fair to base SOME part of a teacher's evaluation on the growth of his or her students

Responding to Feedback



Length of Common Exams

Performance Items

Scoring and Rubrics

Reviewing the Resources



Reviewing the Resources



- Implementation Guide
- Administration Timelines
- Assessment Specifications
- Guide to Measuring Student Growth
- Local Planning Template
- Educator Effectiveness Website

Reviewing the Resources



Questions for Reflection:

1. What is your biggest take-away from the Assessment Specifications and Sample Items?
2. How can teachers find out about these resources?
3. What resources are missing?
4. Which resources are most helpful?

Lessons Learned



Students need to practice responding to performance items, specifically, how to communicate their answers concisely and without a lot of “fluff”

Students in all content areas need to practice the skill of reading and text and using it to respond to questions

Contact Information



General Information:

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<http://www.ncpublicschools.org/educatoreffect/>